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ABSTRACT

This report outlines three new curriculum models for criminal justice developed as part of the North Carolina Community College System's Curriculum Improvement Project (CIP): the "Generalist"; "Generalist-with-Options" for a Law Enforcement Specialty, Corrections Specialty, or Protective Services Specialty; and "Generalist with Basic Law Enforcement Training (BLET) Option." After section I introduces the CIP and the report, section II discusses the CIP concept and its major activities; i.e., surveying faculty opinions about criminal justice curricula, developing curriculum models, and providing professional development opportunities to faculty. Section III presents a chronological review of the process used in developing the curriculum models. This section includes a discussion of the similarities and differences found among the three curriculum models, listing the eleven criminal justice courses found in all three models, an additional five included in two of the three models, and related and general education courses. In addition the unique aspects of the three models are identified. The next sections describe the models, including a mission statement; lists of credit and course requirements; and descriptions of the major, related, elective, general education, and work experience courses required for the program. Section VIII offers guidance for using the curriculum models. Appendices provide information on "Quest for Quality," a report of the Joint Commission on Criminology and Criminal Justice Education and Standards; and a bibliography. (EJV)

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July 1986

CRIMINAL JUSTICE CURRICULUM MODELS

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Criminal Justice Curriculum Improvement Project

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DEPARTMENT OF COMMUNITY COLLEGES

NORTH CAROLINA STATE BOARD OF COMMUNITY COLLEGES

ROBERT W. SCOTT
STATE PRESIDENT

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Dear Reader:

This publication is a unique document in the history of our community college system. We have constantly worked to keep our curriculums current, but we have never before utilized the mechanism of a Curriculum Improvement Project to do so.

The Curriculum Improvement Project in Criminal Justice has done an excellent job of developing curriculum models through a process which involved faculty in all 44 of the community and technical colleges offering this program. The process which was used and the results it has achieved are carefully outlined in these pages.

I hope that this document will be carefully read and its recommendations thoughtfully considered. Our instructors are the key to delivering effective educational programs to our communities. Obviously, faculty commitment to curriculum increases when they have a direct and meaningful role in its design. The Criminal Justice Curriculum Improvement Project is a model project for involving instructors in curriculum development. The effort of all the faculty who participated in the Project is to be applauded; their work will best be appreciated when these models are studied, modified, and used by the individual colleges and institutes in our system.

Sincerely,

Robert W. Scott

Robert W. Scott
State President

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I.
INTRODUCTION

This report outlines three new curriculum models for criminal justice. Forty-four of the North Carolina community and technical colleges offer criminal justice programs and nearly 5000 students are enrolled in them.

The Department of Community Colleges identified criminal justice as a high priority critical need area in 1985 for purposes of granting funds to improve these programs. Central to the improvement effort has been the development of curriculum models so that some concensus might replace the chaotic diversity among current programs.

From the start, the Criminal Justice Curriculum Improvement Project (CJCIP) recognized this concensus would have to come from the criminal justice instructors. As the people closest to the curriculum, the faculty knew which courses were essential and which were remnants of past methods of teaching criminal justice. With their cooperation and participation, the three curriculum models presented in these pages were created.

An overview of the models, discussing their commonalities and their unique aspects, is found in Section IV of this report with the actual models printed in the following three Sections.

Section II is a discussion of the Curriculum Improvement Project concept and Section III reviews the process through which the models came into being. The last Section of the report is a brief comment on how the community and technical colleges might use the models.

The emphasis given by the Department of Community Colleges to improving criminal justice curricula is mirrored by concern over criminal justice education and training within North Carolina's Department of Justice.

In the past year, North Carolina has become the first state in the union to adopt a method of certifying postsecondary criminal justice education programs. During the coming years, both two-year and four-year colleges will be applying for certification to the Criminal Justice Education and Training Standards Commission of the Department of Justice.

As established by North Carolina's Administrative Code (Title 12, Subchapter 9B, Section .0600), "the purpose of the [voluntary] certification of postsecondary criminal justice education programs is to:

- "officially recognize those academic institutions that have established minimum requirements as set forth by the Criminal Justice Education and Training Standards Commission;
- "improve the quality of criminal justice education in North Carolina; and
- "advance the standards approved by the Commission . . ."

North Carolina is now a recognized leader in the field of criminal justice education. The prominence is well-deserved and the criminal justice instructors in the state's community and technical colleges are eager to maintain their superior position through their commitment to offering quality educational programs.

II.

OVERVIEW OF THE CRIMINAL JUSTICE CURRICULUM IMPROVEMENT PROJECT

In 1985, the Curriculum Improvement Project (CIP) was a new concept to the North Carolina Community College System. CIP was a new category of projects under the high priority critical needs funding which, in the past, had been given to individual institutions for upgrading current programs on their campuses or developing new programs for their campuses.

The purpose of the CIP is to address the needs of particular curriculum areas which are experiencing significant changes systemwide; such changes include rapidly accelerating employment demands, alteration of enrollment patterns, or dramatic shifts in technological, sociological, or economic factors. The goal of the first Curriculum Improvement Projects was to identify institutions presently offering strong and active programs in four of six selected curriculum areas (Secretarial, Automotive, Commercial Art, Electronics, Machinist, and Law Enforcement). The four institutions which received funding were to provide assistance to other institutions in the system offering programs in the identified curriculum areas.

Western Piedmont Community College was awarded a CIP grant for the criminal justice curriculum area. WPCC has had a criminal justice program for almost 20 years and its graduates have been employed in law enforcement and corrections agencies throughout North Carolina. In proposing to serve as a resource institution for the Department of Community Colleges CIP, WPCC committed the time and efforts of its staff to realizing a dual mission of encouraging systemwide upgrading of criminal justice programs and beginning a process of enriching and upgrading criminal justice instruction.

The Criminal Justice Curriculum Improvement Project (CJCIP) set four goals to accomplish its dual mission:

- To establish communication among students, faculty, institution administrators, employers, and state officials on the need for upgrading professional criminal justice instruction.
- To develop materials for the enrichment and upgrading of criminal justice certificate, diploma, and associate degree academic programs.
- To provide appropriate staff development activities in curriculum design, instructional methodologies, and program management for community college system instructors in criminal justice-protective services, law enforcement, corrections, and juvenile justice.
- To conduct causal-comparative studies on various aspects of CJCIP to determine base data and relationships for future planning.

Three major activities were selected to realize these four goals. Two of these activities, surveying faculty opinions about criminal justice curricula and developing curriculum models, were completed during the first year of CJCIP. The third major activity, providing professional development opportunities to faculty, will become the major focus for the second year of CJCIP.

III.

REVIEW OF THE PROCESS USED IN DEVELOPING THE CURRICULUM MODELS

In the "Request for Proposals for Curriculum Improvement Projects," the Department of Community Colleges called for the "involvement of instructors in review of curriculum programs and development of the proposed revisions." This instructor involvement became central to CJCIP's effort to develop new curriculum models for criminal justice.

October 18, 1985

At the first CJCIP workshop, "The Aims of Criminal Justice Education," faculty participants worked with a nationally known professor of criminal justice, Dr. Reed Adams, to construct a preliminary draft of a model curriculum. Dr. Adams designed the exercise to generate consideration about the components of a curriculum. Participants suggested required courses in both the areas of general education and criminal justice. This preliminary draft was of a college transfer model and time did not permit the development of a complementary terminal degree model. Participants recognized that terminal degree programs would place less emphasis on general education requirements and more emphasis on the technical, task-oriented aspects of the program.

The workshop participants chose to discuss a transfer model at this meeting after identifying two assumptions about criminal justice education which they held in common. The faculty anticipate (1) increasing concern with transfer to four-year programs by graduates of two-year programs and (2) increasing emphasis on both associate and baccalaureate degrees by applied criminal justice agencies.

February 5, 1986

In the second CJCIP workshop, "Improving Criminal Justice Curricula Through CIP: Issues and Concerns," the faculty engaged in a discussion about the positive aspects of current criminal justice curricula and the future for criminal justice education in our community and technical colleges. The development of curriculum models has been based on the principle of preserving what is best in current curricula while preparing for change in recognition of trends in criminal justice education and practice. Five key words and phrases emerged from the discussion at this workshop:

- Local antonomy
- Flexibility
- Quality
- Academic Approach
- Human Relations Skills

Local control and flexibility in designing programs to meet local needs are important to the faculty. Quality of both programs and instruction is the continuing goal and, in the two-year system, an academic approach will assure that quality for criminal justice programs. Discussion participants amplified their thoughts about an academic approach by noting that strong preparation in reading, writing, and critical thinking will enable students to function in our high-tech society, while a solid background in the essentials of criminal justice theory and practice will help them in their work in a changing criminal justice system. In addition, criminal justice instructors continually place emphasis on human relations skills as the basis for practice in all fields of criminal justice.

March 12, 1986

CJCIP staff asked seven criminal justice instructors to serve as regional chairmen for task force meetings around the state. The seven met with the CJCIP staff and the Project's program coordinator from the Department of Community Colleges to plan the regional task force meetings. Together, they determined what form the curriculum models should take (course listings and descriptions) and how to structure the regional meetings to get faculty ideas for developing the models.

April, 1986

Seven meetings were held in locations around the state:

- Jacksonville (April 8)
- Wilson (April 9)
- Henderson (April 10)
- Lexington (April 15)
- Asheville (April 23)
- Wilkesboro (April 24)
- Troy (April 30)

After studying a multi-paged description of criminal justice programs in place in 44 community and technical colleges in North Carolina, regional meeting participants discussed how to improve these curricula. They also exchanged information with one another about their personal areas of expertise and good instructional materials they were using in their classrooms.

May 15-16, 1986

At the same time as statewide workshops and meetings were being planned and executed, CJCIP staff were reviewing the literature on criminal justice curricula and previous attempts to develop curriculum models. They were also meeting regularly with an Advisory Committee composed of educators, practitioners, and administrators from critical state agencies. This Advisory Committee represented a wide diversity of experience in criminal justice and provided a broad picture of the constituency to be served by the new curriculum models.

This research, these Advisory Committee members, and the seven chairmen of the regional task force meetings came together in May at a mountain retreat. For two days, CJCIP staff worked with 16 individuals under the watchful eyes of a trained facilitator to construct the three curriculum models presented in this publication.

IV.

OVERVIEW OF THE THREE CURRICULUM MODELS

In order to make the models appropriate for North Carolina community and technical colleges, curriculum standards issued by the Department of Community Colleges were followed. These curriculum standards determine the range of quarter hour credits (QHC) for an AAS degree in each of four curricula in the criminal justice area as well as for the one criminal justice certificate program. Following are the curriculum codes assigned to the one certificate and four degree programs in criminal justice as well as the minimum/maximum range of QHC set for each.

- T-129 Criminal Justice-Protective Services Technology (110-121 QHC)
- T-064 Law Enforcement Technology (110-121 QHC)
- T-102 Correctional Services (96-106 QHC)
- T-167 Juvenile Justice (114-126 QHC)
- T-189 Basic Law Enforcement Training (Certificate) (21-24 QHC)

The curriculum standards also set a range of quarter hour credits for each of five subject categories comprising the degree or the certificate; these subject areas are listed below. (QHC are not listed because the minimum/maximum range varies among curriculum codes.)

Technical/Vocational (Major)

Those courses that are absolutely essential for a person to learn in order to perform the job for which being prepared.

Related

Those courses which are essential as supporting, enriching, or foundation-building courses for a given curriculum or group of curricula.

General Education

Graduates from a technical curriculum should have at least 18 quarter hour credits in the areas of English, social science, and/or humanities.

Electives

These are free electives to the student. Required or identified electives should be placed in related, general education, or major course area most appropriate to the course.

Work Experience

Work experience involves the development of job skills by providing the student with an employment situation that is directly related to, and coordinated with, the educational program.

The models are not identified by the curriculum codes of the Department of Community Colleges. Studying the models, however, leads to the conclusion that they can meet curriculum standards.

The "Generalist" model is clearly T-129. The "Generalist-with-Options" model also meets the T-129 standards. If, however, a college prefers to offer only the Law Enforcement option in the "Generalist-with-Options" model, then T-064 is the more appropriate coding. In the same way, "Generalist-with-B.L.E.T." could be either T-129 or T-064.

To offer T-102, Correctional Services, a college could follow the Corrections option of the "Generalist-with-Options" model. However, the curriculum standard for Correctional Services sets a maximum of 106 QHC for the AAS degree. Therefore, several courses would need to be eliminated from the model in order to meet the standard.

No model exists for T-167 but an option list of courses in juvenile justice could easily be added to the "Generalist-with-Options" model.

The only model addressing T-189, the certificate in Basic Law Enforcement Training, is the "Generalist-with-B.L.E.T.-Option." Colleges may offer the T-189 curriculum and award 21-24 QHC for successful completion of the certificate course without also offering to transfer some of these credits into one of the other criminal justice curricula. The practice of offering T-189 without the option of transferring credits into another curriculum is not unusual among North Carolina's community and technical colleges.

Each model is fundamentally a generalist curriculum. The criminal justice educators, trainers, administrators, and practitioners who put together these models were cognizant of the fact that on-the-job training is required of all criminal justice practitioners when they are hired into the system. The models are an effort to supply the foundation for practice, leaving explicit training concerns to the employing agencies.

Criminal justice curricula occupy an unusual position in "technical education." The Educational Guide Catalog for the community college system in North Carolina states, "Even though technical programs are college level, they are designed for entrance into employment, not for college transfer." However, more and more two-year criminal justice graduates are entering four-year programs, either immediately upon completion of the AAS degree or later, as practitioners who are working their way up the promotional ladder. Some colleges report 80-90% of their criminal justice graduates immediately enrolling in four-year institutions while others report only 15-20% doing so.

Because the criminal justice field is becoming more "professional" and less "technical," the demand for higher education is expected to increase among employing agencies. There are already police departments and sheriff's departments in North Carolina which require a bachelor's degree with the job application. Of course, all probation and parole officers must be four-year graduates.

Thus, these curriculum models emphasize "college level" coursework in addition to the foundation courses for criminal justice practice. Recognizing the need to be responsive to local concerns, the people who constructed these models also wanted them to meet the challenge for excellence in criminal justice education. (One such call for excellence is from the Joint Commission on Criminology and Criminal Justice Education and Standards, a prestigious commission formed by two national groups of criminal justice educators. Appendix A gives more information on this Commission's report, *Quest for Quality*.)

Following is a discussion of the similarities and the differences found among the three curriculum models. When the models were developed during the mountain retreat referred to in the previous Section, three working groups were formed; each group took one model to construct. Although these groups worked independently of one another, the coursework deemed essential by each group is impressively similar and frequently identical.

Eleven criminal justice courses found their way into all three models; an additional five are included in two of the three models. Seven related and general education subjects are included in all three models, with three additional related or general education subjects in two of the three models. The common courses are listed with: a) a title like the one found in the models, b) the range of QHC assigned by the models, and c) a course description combining the elements mentioned by the relevant models.

All 3 Models: Criminal Justice Courses

Introduction to Criminal Justice (4-5 QHC)

Covering such topics as: the history and philosophy of law enforcement, courts, and corrections; definitions; terminology; duties and reponsibilities of various agencies; current problems; evaluation and overview of criminal justice as a career.

Criminology (3-4-5 QHC)

Covering such topics as: history and major theorists; causation of crime and delinquency; typologies of crime; society's reaction to crime.

Constitutional Law (4-5 QHC)

Covering such topics as: history of judicial system; importance of constitution to American jurisprudence; amendments and court decisions impacting criminal justice system; focus on criminal procedure and procedural law (especially N.C. procedures).

Criminal Law (4-5 QHC)

Covering such topics as: historical development and philosophy of law; definition and classification of crime; overview of criminal statutes (especially N.C. statutes); defense strategies.

Judicial Process (3-4-5 QHC)

Covering such topics as: duties and jurisdiction of courts; federal and state structure; rules of evidence; entire process from arrest through appeals. (Topics considered important enough to have become part of the course description in one or another of the models were a) judgeship appointments and b) finding and using legal records.)

Ethics and Community Relations (3-4-5 QHC)

Covering such topics as: dealing with citizens, suspects, victims, and witnesses; understanding community values and norms; social change factors; minorities; exposure to ethical considerations from a philosophic perspective.

Either: **Organizational Theory and Behavior** (5 QHC)
Or: **Management and Administration** (4-5 QHC)

"Organizational Theory and Behavior" is designed to provide an understanding of organizational functions, structures, processes, and behavior, while "Management and Administration" covers such topics as planning, organizational communications (reporting), personnel selection and retention, supervision, and budgeting. (The model requiring 5 QHC of "Organizational Theory" also required 3 QHC of "Planning.")

Juvenile Delinquency (4-5 QHC)

Covering such topics as: juvenile law; current court policies and procedures; delinquency causation; relationship between law enforcement and juvenile courts; prevention and correction, both community-based and institutional.

Either: **Stress Management** (4 QHC)
Crisis Intervention and Management (4 QHC)
Or: **Interpersonal Communication** (5 QHC)

"Stress Management" and "Crisis Intervention" cover such topics as: techniques for handling stress/crisis situations; individual and social crisis; managing stress, personally or in helping others. The "Interpersonal Communication" course includes conflict management among a host of additional topics.

Introduction to Corrections (3-4-5 QHC)

Covering such topics as: history and philosophy; methods of treatment, custody, and control. (In the "Generalist-with-Options" model, this course is required only in the Corrections option.)

Criminal Investigation (3-4 QHC)

Covering such topics as: crime scene search and recording; collection and preservation of evidence; interviewing and interrogating. (In the "Generalist-with-B.L.E.T.-Option" model, four transfer credits are awarded for this course after completion of B.L.E.T. In the "Generalist-with-Options" model, this course is required only in the Law Enforcement option. In the "Generalist" model, this course is found as a related elective.)

2 of 3 Models:
Criminal Justice Courses

Correctional Law (3 or 4 QHC)

Covering such topics as: laws relating to treatment, custody, and control; prisoner rights; legal issues typically confronted. (This course is not required in the Corrections option of the "Generalist-with-Options" model.)

Substance Abuse (3 or 5 QHC)

Covering such topics as: history, development, and classification; personal and societal impacts; statutory and regulatory laws; treatment.

Issues Seminar (3 QHC)

This is a handy, catch-all course for discussion of current topics and other concerns which do not fit neatly into any of the other required courses.

Counseling (3 or 5 QHC)

Community-Based Corrections (3 or 5 QHC)

(This course and "Counseling" are found in the Corrections option of the "Generalist-with-Options" model and in the "Generalist" model.)

Criminalistics (3 QHC)

(This course is found in the Law Enforcement option of the "Generalist-with-Options" model and as a related elective in the "Generalist" model.)

All 3 Models:
General and Related Courses

English (6 or 9 QHC)

(Should fulfill transfer requirements)

Speech or Oral Communications (3 QHC)

Science (3 or 4 QHC)

(Should fulfill transfer requirements)

Math (3, 5, or 9 QHC)

(Should fulfill transfer requirements)

Introduction to Psychology (3 QHC)

Introduction to Sociology (3 QHC)

Introduction to Electronic Data Processing (3-4 QHC)

2 of 3 Models:
General and Related Courses

Government (6 QHC for two courses)
(National, state, and local)

An Advanced Sociology course (3 QHC)

Abnormal Psychology (3 or 4 QHC)

Unique Aspects:
"Generalist" Model

Introduction to Law Enforcement

Introduction to Research Methods (A criminal justice course)

Human Relations

Spanish (As an elective)

Internship

(Comment: While human relations skills are likely to be developed in such courses as "Ethics and Community Relations" and either "Stress Management/Crisis Intervention" or "Interpersonal Communication," since these skills are recognized by the faculty to be the basis for all criminal justice practice, it is noteworthy that this is the only model to require a course devoted to the subject. A conversational facility with Spanish is recommended for two reasons, i.e. a second language increases one's options when looking for work and, even in North Carolina, there is a large Spanish-speaking migrant population who come into contact with all levels of the criminal justice system. Most instructors would like to provide their students with the opportunity to get work experience while still in school; however, some communities offer more opportunities than others and a mandatory internship is not always possible.)

Unique Aspects:
"Generalist-with-Options" Model

3 QHC in Advanced Psychology
(Elected by the student; not necessarily Abnormal Psychology)

Keyboarding

Health and Wellness

10 QHC of free electives

(Comment: Despite the fact that educators frequently decry the inability of students to make decisions which are rational and mature, required curricula too often fail to provide an opportunity for these same students to develop and practice decision making skills. The inclusion of "free electives" in this model not only allows students to make some decisions about their studies, but also allows them to explore further other areas of interest beyond criminal justice. Nationally, there is concern for the "health and wellness" of Americans; college teachers, however, are hesitant to require their students to exercise or eat properly when instruction in those activities takes hours out of an already crowded curriculum. Because criminal justice is a high-stress career, and because exercise and diet contribute to stress management, a health and wellness course makes sense in a criminal justice curriculum.)

Unique Aspects:
"Generalist-with-B.L.E.T.-Option" Model

Civil Law

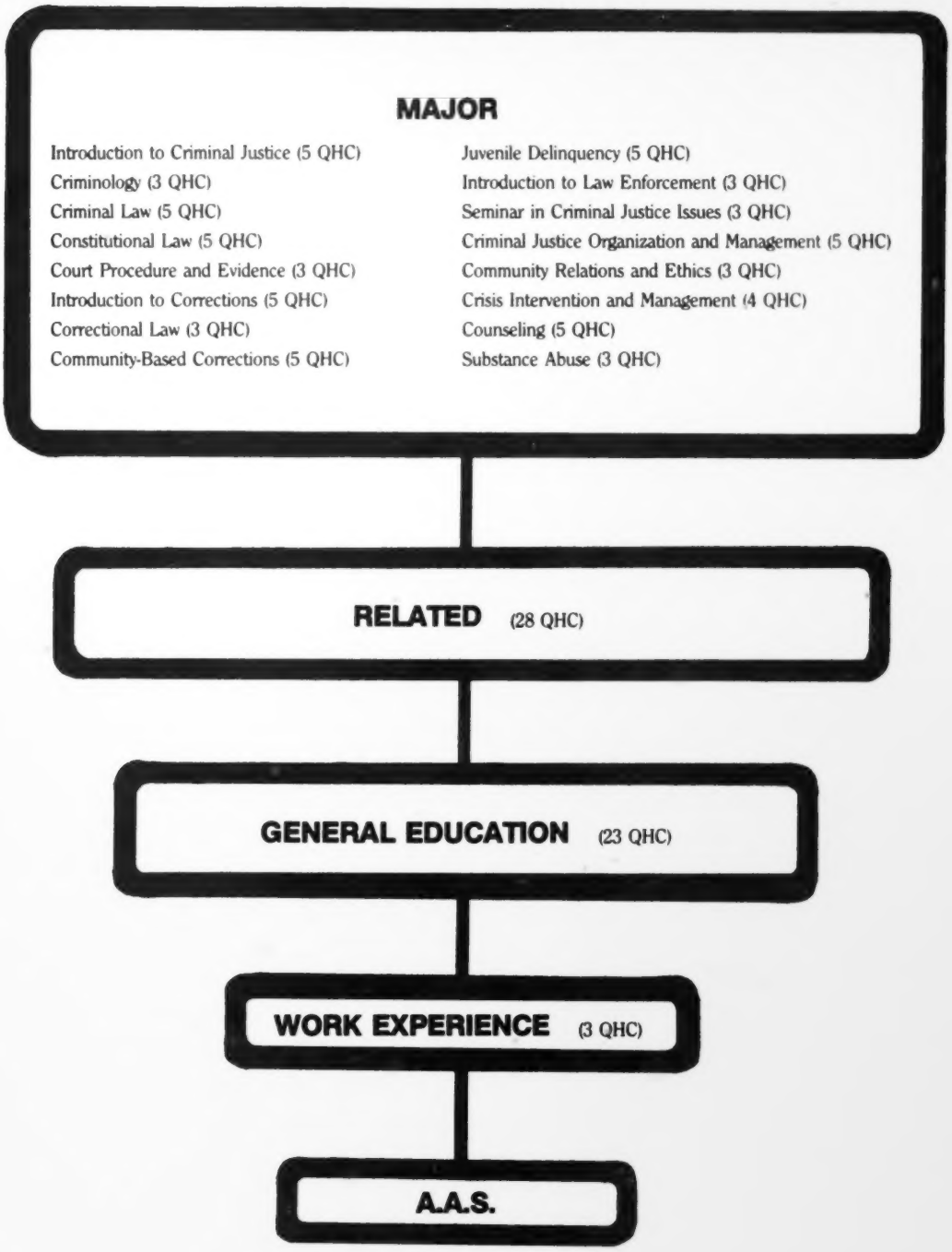
Security

6 QHC in Social Studies
(Elected by the student; not necessarily Government or Advanced Sociology)

12 QHC in Humanities

(Comment: Although all the models are essentially generalist in nature, only this one offers an introductory level course in security; the topic is often overlooked in criminal justice curricula. If students elect not to study government in this curriculum model, the end result will be criminal justice graduates with no academic background in the governmental structure of our nation; educators will want to reflect carefully on the implications of this sort of free choice before adopting this aspect of the "Generalist-with-B.L.E.T-Option" model. The strong commitment to English, humanities, math, and science in this model will make it easy for students to transfer into four-year schools whenever they decide they need further education.)

GENERALIST


MAJOR
Introduction to Criminal Justice (5 QHC)
Criminology (3 QHC)
Criminal Law (5 QHC)
Constitutional Law (5 QHC)
Court Procedure and Evidence (3 QHC)
Introduction to Corrections (5 QHC)
Correctional Law (3 QHC)
Community-Based Corrections (5 QHC)
Juvenile Delinquency (5 QHC)
Introduction to Law Enforcement (3 QHC)
Seminar in Criminal Justice Issues (3 QHC)
Criminal Justice Organization and Management (5 QHC)
Community Relations and Ethics (3 QHC)
Crisis Intervention and Management (4 QHC)
Counseling (5 QHC)
Substance Abuse (3 QHC)
RELATED (28 QHC)
GENERAL EDUCATION (23 QHC)
WORK EXPERIENCE (3 QHC)
A.A.S.

V.

"GENERALIST" CURRICULUM MODEL

— Mission Statement —

The criminal justice program is designed to prepare individuals for entry-level positions in law enforcement and correctional agencies and to upgrade the skills of those who are currently employed and seek promotion.

All criminal justice students take courses in psychology, sociology, and criminology in an effort to understand the causes, prevention, and correction of crime in our society.

Many graduates transfer credits to four-year colleges and universities in order to prepare for careers in criminal justice management, probation and parole, and law.

The criminal justice program prepares individuals to apply social science concepts and analytical methods to the complex and rapidly changing system of justice and social control. The development of a broad understanding of the system and general decision-making and problem-solving skills is intended to assist the student in dealing with problems in criminal justice agencies.

— Credits —

65	Major
28	Related
23	General Education
3	Work Experience
119	TOTAL QHC

— Major —

QHC	
5	Introduction to Criminal Justice
3	Criminology
5	Criminal Law
5	Constitutional Law
3	Court Procedure and Evidence
5	Introduction to Corrections
3	Correctional Law
5	Community-Based Corrections
5	Juvenile Delinquency
3	Introduction to Law Enforcement
3	Seminar in Criminal Justice Issues
5	Criminal Justice Organization and Management
3	Community Relations and Ethics
4	Crisis Intervention and Management
5	Counseling
3	Substance Abuse

— Related —

QHC	
4	Chemistry (Lab)
3	Introduction to Research Methods
3	Human Relations
3	State and Local Government
3	National Government
3	Modern Social Problems
3	Introduction to Data Processing
6	Electives
	Spanish
	Criminalistics
	Criminal Investigation I
	Criminal Investigation II

— General Education —

QHC	
3	English Grammar and Composition*
3	Technical Writing*
3	Oral Communications*
3	Introduction to Sociology
3	Introduction to Psychology
3	Abnormal Psychology
5	Math

**(Editorial Note:* Whatever the courses are called, it was the intention of the work group who constructed this model that the nine credit English sequence be of a quality suitable for college transfer.)

— Work Experience —

QHC	
3	Internship

— Course Descriptions —

MAJOR

Introduction to Criminal Justice (5 QHC)

The philosophy and history of criminal justice agencies, law enforcement, courts, and corrections, including their legal limitations in a democratic republic. The primary duties and responsibilities of the various agencies as well as the basic process of justice. An evaluation and overview of criminal justice as a career.

Criminology (3 QHC)

This course studies criminal behavior and societies' reactions to it. Theories as to why persons commit crimes and criminal typologies are covered in detail.

Criminal Law (5 QHC)

Origin and history of common criminal law compared to modern statutory law. Classification of crimes, parties to crimes, elements of a crime, incomplete crime. Who can commit a crime and the defenses that excuse criminal responsibility. Crimes specifically covered include murder, rape, arson, robbery, burglary, kidnapping, and assault.

Constitutional Law (5 QHC)

An examination of the U.S. Constitution and its importance to American jurisprudence. The course examines constitutional amendments and court decisions pertinent to contemporary law enforcement, courts, and corrections agencies in this country.

Court Procedure and Evidence (3 QHC)

This course discusses basic courtroom procedure from first appearance through final disposition. Rules of evidence are covered to include leading cases and their application to the criminal justice system.

Introduction to Corrections (5 QHC)

Examines the functions of correctional agencies. Principles of punishment and a historical analysis of correctional institutions, classification, and programs will be presented. Prisons, jails, and probation and parole systems will be discussed.

Correctional Law (3 QHC)

Consideration of major legal issues pertaining to corrections, including sentencing, probation, restitution, prisons, parole, pardon, and restoration of rights. Emphasis is given to legal issues typically confronted by correctional administrators, probation/parole, and prison personnel.

Community-Based Corrections (5 QHC)

Efforts to change offender behavior and to facilitate the development of offender-community linkages will be discussed. Institutional classification and treatment strategies, pre-release and temporary-release programs, innovative uses of probation and parole services, community residential programs, and new dispositional models, e.g. sentencing to community service and restitution.

Juvenile Delinquency (5 QHC)

Delinquency as an individual and a social problem. Theories of delinquency causation. The involvement of law enforcement personnel in the juvenile courts. Current court procedures and policies pertaining to the handling of juveniles. Means of improving the relationship between the law enforcement officer and the juvenile offender.

Introduction to Law Enforcement (3 QHC)

Seminar in Criminal Justice Issues (3 QHC)

This course examines contemporary issues facing the criminal justice practitioner. Its emphasis is on current topics and interests of the criminal justice system and its clients.

Criminal Justice Organization and Management (5 QHC)

The principles of organization and management are examined. Discussions of planning, organizing, coordinating, reporting, directing, and budgeting are held.

Community Relations and Ethics (3 QHC)

The course examines ethics as applicable to the criminal justice practitioner. Factors relating to effective community relations, law, psychological and social factors, minorities, social change, planning and community relations, along with case studies are all examined.

Crisis Intervention and Management (4 QHC)

A course that introduces the student to theories and practices for the intervention, defusing, mediation, and referral of persons who are experiencing emotional, psychological, and relationship problems. Substance abuse and social and individual crisis situations are discussed, and the student is presented with methods and techniques for handling crisis situations. This is accomplished through lecture, demonstration, and practical exercises.

Counseling (5 QHC)

The study of counseling from a criminal justice perspective. An examination of specific strategies and techniques designed to facilitate changed behavior. Emphasis on self-awareness and skills building.

Substance Abuse (3 QHC)

The history and development of substance abuse in the United States. It involves historical perspectives on abuse patterns and contemporary health, law enforcement, and social problems resulting from substance abuse.

RELATED

Chemistry (4 QHC)

An introductory chemistry course with a lab involving chemical terminology, atomic structure, properties of elements, and the function of the periodic table. Properties of compounds and mixtures are studied as are types of chemical reactions.

Introduction to Research Methods (3 QHC)

This course will introduce the student to library services, the location and utilization of information sources, the organization and the application of this information in reports and projects. The student will be introduced to several techniques of research methodology which have application to the criminal justice field.

Human Relations (3 QHC)

Basic principles of human behavior. The problems of the individual in relation to society, group membership, and relationships within the work situation.

State and Local Government (3 QHC)

State and local government, state-federal interrelationships, the functions and prerogatives of the branches. Problems of administration, legal procedures, law enforcement, police power, taxation, revenues, and appropriations. Special attention will be given to North Carolina.

National Government (3 QHC)

A study of government with emphasis on basic concepts, structures, powers, procedures, and problems.

Modern Social Problems (3 QHC)

A course designed to introduce the student to contemporary problems of people in the modern world. Topics to be covered are: alcohol and drug addiction, population explosion, unemployment, pollution, nuclear disasters, terrorism, and other relevant subjects.

Introduction to Data Processing (3 QHC)

The fundamental concepts and operational principles of an automated data processing system as an aid in developing a basic knowledge of computerized systems. Students will learn about basic programming.

RELATED ELECTIVES

Spanish (3 QHC)

Fundamentals of the Spanish language with an emphasis on speaking.

Criminalistics (3 QHC)

Relationships of forensic science to criminal investigation and development of new laboratory techniques. Proper methods of processing the crime scene for physical evidence and the subsequent collection, presentation, and identification of evidence from the crime scene through introduction into court.

Criminal Investigations I (3 QHC)

Criminal Investigations II (3 QHC)

GENERAL EDUCATION

Grammar and Composition (3 QHC)

Emphasis on grammar, sentence structure, and punctuation. Writing of themes.

Technical Writing (3 QHC)

This course is designed to facilitate effective written communications. It includes the use of proper grammar, punctuation, and writing styles. The student will learn writing skills for technical reports, resumes, and research papers.

Oral Communications (3 QHC)

The student should be able to demonstrate the basic communication skills of informative speaking before an audience using the fundamental techniques of preparation, organization, and delivery, as well as be able to participate in group discussions.

Introduction to Sociology (3 QHC)

Introduction to sociology as a discipline, the sociological perspective, and the process of sociological inquiry emphasizing fundamental concepts, principles, and procedures.

Introduction to Psychology (3 QHC)

A survey of the field including such topics as learning, emotions, motivation, personality, psychological testing, and abnormal behavior. Emphasis on psychology as a behavioral science.

Abnormal Psychology (3 QHC)

The behavior and treatment of persons displaying psychological disorders such as neurosis, psychosis, alcoholism, sociopathology, and sexual psychopathy.

Math (5 QHC)

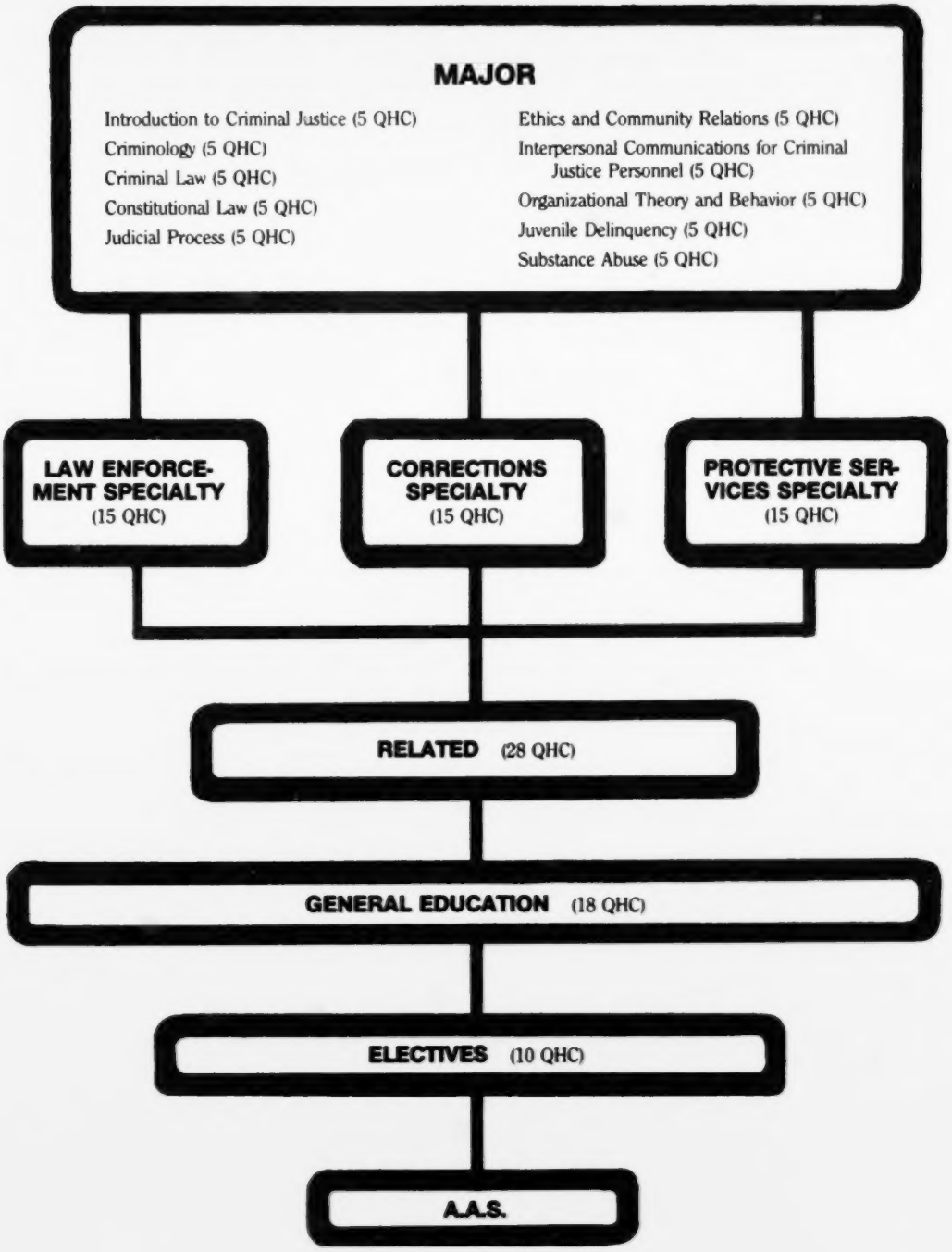
Contemporary mathematical topics including elementary number theory, consumer mathematics, basic plane and solid geometry, probability and statistics, problem-solving strategies, and introduction to algebra.

WORK EXPERIENCE

Internship (3 QHC)

Forum for special course offerings focusing on special issues in criminal justice. Planned program of observation in selected criminal justice agencies representing major components of the system.

GENERALIST-WITH-OPTIONS


MAJOR
Introduction to Criminal Justice (5 QHC)
Criminology (5 QHC)
Criminal Law (5 QHC)
Constitutional Law (5 QHC)
Judicial Process (5 QHC)
Ethics and Community Relations (5 QHC)
Interpersonal Communications for Criminal Justice Personnel (5 QHC)
Organizational Theory and Behavior (5 QHC)
Juvenile Delinquency (5 QHC)
Substance Abuse (5 QHC)
LAW ENFORCEMENT SPECIALTY (15 QHC)
CORRECTIONS SPECIALTY (15 QHC)
PROTECTIVE SERVICES SPECIALTY (15 QHC)
RELATED (28 QHC)
GENERAL EDUCATION (18 QHC)
ELECTIVES (10 QHC)
A.A.S.

VI.
"GENERALIST-WITH-OPTIONS" CURRICULUM MODEL

— Mission Statement —

To provide postsecondary educational opportunities for students with an interest in the criminal justice system and to provide the opportunity for students to acquire the knowledge, skills, and abilities that will enhance the development of their careers.

— Credits —

65	Major
28	Related
18	General Education
10	Electives
121	TOTAL QHC

— Major —

QHC	Core Subjects
5	Introduction to Criminal Justice
5	Criminology
5	Criminal Law
5	Constitutional Law
5	Judicial Process
5	Ethics and Community Relations
5	Interpersonal Communications for Criminal Justice Personnel
5	Organizational Theory and Behavior
5	Juvenile Delinquency
5	Substance Abuse

— Major Options —

Students will select 15 QHC from one of the following lists of Major Electives.

Law Enforcement

3	Law Enforcement Operations
3	Interviewing
3	Criminal Investigation
3	Criminalistics
3	Criminal Evidence and Procedure
3	Special Topics Seminar
	or Special Topics Seminar (2 QHC) plus Internship (1 QHC)

Corrections

3	Introduction to Corrections
3	Community-Based Corrections
3	Counseling
3	Confinement Facilities Administration
3	Special Topics Seminar *or* Special Topics Seminar (2 QHC) plus Internship (1 QHC)

Security Services

3	Introduction to Security Services and Loss Prevention
3	Accident Prevention and Safety Management
3	Common Carrier Protection
3	Fire Prevention
3	Industrial and Private Security
3	Retail Security
3	Security Systems and Surveillance
3	Interviewing

— Related —

QHC	
3	Sociology (Advanced)
3	Psychology (Advanced)
6	Government (National, State, and Local)
3	Introduction to Computers
1	Keyboarding
3	Criminal Justice Planning
3	College Algebra*
3	Health and Wellness
3	Science*

**(Editorial Note:* It was the intention of the work group who constructed this model that these courses earn enough credit to qualify for college transfer.)

— General Education —

QHC	
3	Grammar
3	Composition
3	Oral Communication
3	Report Writing
3	Introduction to Sociology
3	Introduction to Psychology

— Electives —

QHC	
10	Electives

— Course Descriptions —

MAJOR

Introduction to Criminal Justice (5 QHC)

A general course designed to familiarize the student with the philosophy and history of law enforcement, courts, and corrections in a democratic society; a survey of the primary duties, responsibilities, and limitations of the criminal justice system; and an evaluation of current problems facing criminal justice practitioners.

Criminology (5 QHC)

The study of deviant behavior as it relates to the definition of crime, ecology of crime, theories of crime causation, and crime typologies, as well as society's reaction to criminal behavior.

Criminal Law (5 QHC)

Historical development and philosophy of law, including definitions and classifications of crime and their application to the administration of justice. Case law, legal research, methodology, and the concept of law as a social force combined with an overview of criminal statutes. Presents the rationale for various legal defenses.

Constitutional Law (5 QHC)

Review of the U.S. Constitution for the historical development of the amendments that apply directly to the criminal justice system. Review of the landmark cases which have had a direct impact upon the administration of the criminal justice system.

Judicial Process (5 QHC)

This course is designed to familiarize the criminal justice student with the judicial process including arrest, preliminary hearings, trial courts, state and appellate process, and the legal records of the process.

Ethics and Community Relations (5 QHC)

Exposure to ethical considerations of criminal justice personnel from a philosophical perspective. Problems related to dealing with victims, witnesses, suspects, and citizens.

Interpersonal Communications for Criminal Justice Personnel (5 QHC)

A course designed to improve interpersonal communication skills of criminal justice personnel. Emphasis is placed on developing skills in reflective listening, assertion, and conflict management.

Organizational Theory and Behavior (5 QHC)

This course is designed to equip the criminal justice student with an understanding of organization functions, structures, processes, and behavior and the manifestation of these phenomena in the criminal justice system.

Juvenile Delinquency (5 QHC)

A study of the evolution of the juvenile courts in the United States, the juvenile justice process, and the criminal justice system's role in juvenile delinquency prevention and correction.

Substance Abuse (5 QHC)

Introduction to the problems of substance abuse (alcohol and drugs) in our society. This course is designed to equip the criminal justice student with increased knowledge concerning the issues involved, i.e. history and classification of substances subject to abuse, social impact of abuse, physical and psychological impact of abuse, statutory and regulatory law controlling abuse, and treatment modalities for abuse.

LAW ENFORCEMENT OPTION

Law Enforcement Operations (3 QHC)

Problems of police organization and management; the allocation of police resources; information systems; community-relations concerns; determinants of police policy. Major topics covered in this course include: Decision-making context of police administration; staff administration; evaluation of police programs; relation of personnel to policy; and specific programming considerations.

Interviewing (3 QHC)

The various sources of information available to law enforcement agencies and techniques used in interviewing and interrogating victims, witnesses, and suspects.

Criminal Investigation (3 QHC)

This course introduces the student to the criminal investigation function; crime scene search; recording, collection, and preservation of evidence; sources of information; interview and interrogation; case preparation and court presentation.

Criminalistics (3 QHC)

To present the value of obtaining physical evidence to link an individual to a crime scene. The explanation of the capabilities of forensics to the identification of specifics. Preparation of evidence through mock situations. Presentation of scientific instrumentations and their capabilities.

Criminal Evidence and Procedure (3 QHC)

Constitutional and procedural considerations affecting arrest, search and seizure, post-conviction treatment; origin, development, philosophy, constitutional basis of evidence; kinds and degrees of evidence, rules governing admissibility; judicial decisions interpreting individual rights and case studies; focus upon the case study approach. Major topics covered in this course include: The application of the Bill of Rights; the exclusionary rule; police participation in criminal conduct; arrest, search and seizure; interrogations and confessions; eye witness identification procedures; rights of convicted offenders; evidence as a concept; and a comparative evaluation of the American legal system.

Special Topics Seminar (3 QHC Or, 2 QHC plus 1 QHC Internship)

A seminar format is utilized to examine current topics of interest to criminal justice practitioners.

CORRECTIONS OPTION

Introduction to Corrections (3 QHC)

A study of the history and philosophy of American corrections. Includes an introduction and overview of fundamental processes, trends, and practices of probation, institutions, parole, and community-based corrections. The legal rights of prisoners are discussed. Also discussed are current issues and problems in corrections.

Community-Based Corrections (3 QHC)

A study of how community resources can be utilized in the correctional process. The structure, functions, and effectiveness of community corrections are examined.

Counseling (3 QHC)

Theories and techniques of counseling as applied to a correctional setting. Rudimentary skills are practiced in one-to-one role playing, and demonstrations to prepare the student for practice in the field are required.

Confinement Facilities Administration (3 QHC)

The structure, functions, and effectiveness of institutional corrections are considered. Programs at selected prisons are studied. Custodial, classification, reception, orientation, and release procedures are reviewed.

Special Topics Seminar (3 QHC Or, 2 QHC plus 1 QHC Internship)

A seminar format is utilized to examine current topics of interest to criminal justice practitioners.

SECURITY SERVICES OPTION

The work group who constructed this curriculum model had no members with expertise in the field of private security; therefore, the courses suggested are taken from the worksheet of one of the regional meetings held during April. The work group professed themselves sorely lacking in knowledge of the topic and recognized that a different list of major electives might be more appropriate than the one they suggested. One of the problems with offering a curriculum option in private security was raised at more than one regional meeting, i.e. no incentives exist in private industry for security personnel to obtain educational certificates, diplomas, or degrees in the field of security services. Without such incentives, it is very rare for a student to be interested in "majoring" in this criminal justice option.

RELATED

Criminal Justice Planning (3 QHC)

A course designed to familiarize the student with the planning process as it applies to the criminal justice system. Topics include history of criminal justice planning, problem identification and clarification, problem-solving techniques, implementation, evaluation, and identification and utilization of various criminal justice reference materials.

GENERALIST-WITH-B.L.E.T.-OPTION

VII.

"GENERALIST-WITH-B.L.E.T.-OPTION" CURRICULUM MODEL

— Mission Statement —

B.L.E.T.: To prepare students for entry level positions in law enforcement agencies, with optional transfer credits toward the A.A.S. degree.

A.A.S.: To provide students in criminal justice with the educational requirements to transfer to a four-year institution.

(To make significant improvements in the quality of criminal justice education and curricula, a fifteen-hour maximum teaching load is imperative.)

— Credits —

68	Major
46	Related and General Education
114	TOTAL QHC

— Major —

QHC	B.L.E.T./A.A.S.
16	Successful completion of B.L.E.T.
52	Courses **not** preceded by an asterisk in the listing below

A.A.S. (Without B.L.E.T.)

4	*Introduction to Criminal Justice
4	*Civil Law
4	*Criminal Law
4	*Criminal Investigation
4	Criminology
4	Constitutional Law
4	Judicial Process
4	Introduction to Juvenile Justice
4	Introduction to Corrections
4	Correctional Law
4	Security
4	Criminal Justice Community Relations
4	Criminal Justice Management and Administration
4	Stress Management
4	Introduction to Sociology
4	Abnormal Psychology
4	Introduction to EDP

— Related and General Education* —

QHC	
9	English 101, 102, 103
3	Speech
3	Introduction to Psychology
6	Social Sciences
9	Math (College transfer sequence)
4	Science (With lab)
12	Humanities

**(Editorial Note:* The work group who constructed this curriculum model failed to separate these courses into DCC's two distinct subject categories, "Related" and "General Education." The nine credit English sequence and the twelve credits of humanities are clearly General Education; these 21 credits fall within the guidelines established by the curriculum standards, i.e. 18-29 QHC. [The figures used here are from the curriculum standards for T-129, Criminal Justice-Protective Services Technology, and T-064, Law Enforcement Technology.] However, this leaves the model with only 25 QHC for Related coursework and this is two credits short of the minimum established by the curriculum standards, i.e. 27. Since this model incorporates only 114 QHC for the AAS degree, another two to five credit course could be added to the Related area, perhaps even an elective course. The additional credits would not cause this model to exceed the maximum established by the curriculum standards, i.e. 121 QHC.)

— Course Descriptions —

MAJOR

***Introduction to Criminal Justice** (4 QHC)

A survey course covering the following topics: History and philosophy of courts; history and philosophy of corrections; history and philosophy of law enforcement; definitions of crime; definitions of punishment; terminology.

***Civil Law** (4 QHC)

Topics: Property control and disposition; process and procedures; liability.

***Criminal Law** (4 QHC)

Topics: Definition of crimes; history; elements of offenses; emphasis on North Carolina statutes; definitions; terminology; defense strategies.

***Criminal Investigation** (4 QHC)

A survey course covering the following topics: Fundamentals of investigation; crime scene search and recording; collection and preservation of evidence; interviewing and interrogating.

Criminology (4 QHC)

Topics: Definitions; causation of crime and delinquency; history; solutions to crime; introduction to theorists; theory's impact on research; theory's impact on public policy; theory's impact on treatment.

Constitutional Law (4 QHC)

Topics: Amendments; focus on criminal procedure; procedural law; North Carolina procedures; supreme court decisions; history of judicial system; how the system works

Judicial Process (4 QHC)

Overview of the court system covering such topics as: Duties of courts; jurisdiction; appeals; federal and state structure; judgeship appointments.

Introduction to Juvenile Justice (4 QHC)

A survey course covering the following topics: Juvenile law and procedures; supreme court decisions; delinquency causation; history; treatment aspects, i.e. community and institutional programs.

Introduction to Corrections (4 QHC)

A survey and overview of the history and philosophy of the corrections process, treatment, and methods of custody and control.

Correctional Law (4 QHC)

Topics: Specific laws as they relate to treatment, custody, and control; prisoner rights; supreme court and appellate court decisions.

Security (4 QHC)

A survey course covering the following topics: Techniques; types of systems; security surveys; economic factors/cost of security.

Criminal Justice Community Relations (4 QHC)

A survey course covering the following topics: Understanding community groups, e.g. minorities, peer groups, community subcultures; understanding community values and norms; interaction between and among groups as that interaction relates to criminal justice services.

Criminal Justice Management and Administration (4 QHC)

An introduction to the theory, principles, practices, and problems in management of criminal justice agencies. Topics covered include: Budget; personnel selection and retention; supervision; organizational communcations; planning.

Stress Management (4 QHC)

Topics: Definition and recognition; burnout; management techniques for stress situations, control of personal stress, and helping others with their stress.

Introduction to Sociology (4 QHC)

Abnormal Psychology (4 QHC)

Introduction to EDP (4 QHC)

VIII.
USING THE CURRICULUM MODELS

Unlike the curriculum standards which were discussed in Section IV, these curriculum models are not mandated by the Department of Community Colleges. Rather, they were developed to serve the purposes of the Criminal Justice Curriculum Improvement Project which, in turn, was funded to address the needs of a curriculum area experiencing significant changes systemwide.

By making the procedure for developing the models dependent on extensive faculty involvement, CJCIP has begun a process of enriching and upgrading criminal justice instruction. Instructors participating in CJCIP meetings have examined their assumptions about criminal justice education and given thought to emerging trends in criminal justice practice. During the second year of the Curriculum Improvement Project, criminal justice faculty will have the opportunity to learn more about both their content area and their instructional strategies.

The existence of the three new curriculum models enables CJCIP to serve its other purpose of encouraging systemwide upgrading of criminal justice programs. These models are not idealized forms of criminal justice curricula dreamt up by "ivory tower" academics; rather, they are the best of current thought among teachers of criminal justice in North Carolina's community and technical colleges. Because the models are a local product, it is hoped they will be studied and given serious attention by those responsible for offering criminal justice programs in our two-year schools.

As criminal justice programs come up for revision in local colleges, these models can serve to guide the revision process. The resources available to an individual school and the educational outcomes desired by a particular faculty will determine which of the models is most appropriate to an institution. Each model is different and aims to accomplish different educational goals.

Once having decided upon a direction, (which may diverge from the path one has been following), it is the task of curriculum planners to create a map of the route through required courses. Obviously the courses common to all three models will be the first to be considered. This is a core that criminal justice educators have agreed provides a solid foundation for future practice.

Beyond this common core, individual colleges will have programs unique to their communities. Perhaps an institution will have the resources to offer the "Generalist-with-Options" curriculum model but will decide to include an internship component. Maybe the "Generalist" model is best for a school whose graduates typically transfer to four-year institutions; this school may need to modify the model to include some free electives or humanities study to better serve those transferring students. Any two-year college that offers curriculum credit for Basic Law Enforcement Training may want to allow the B.L.E.T. graduates to transfer some of their B.L.E.T. credit into a degree program. Different arrangements can be made for this credit transfer other than the one proposed by the "Generalist-with-B.L.E.T.-Option" model; for instance, some B.L.E.T. credit might be considered "elective" credit in a degree program.

In other words, the models propose curriculum ideas which can be adopted "wholesale" or can be "mixed and matched" to shape a curriculum suited to local needs. The three curriculum models presented here are not offered as the best-of-all-possible-models. They are, however, representative of the current thinking of criminal justice instructors in North Carolina's community and technical colleges. Furthermore, these models were constructed by criminal justice educators and agency personnel sincerely dedicated to the improvement of criminal justice education. With this in mind, these models are offered as a service to faculty and administrators without the time to research for themselves the trends in criminal justice education. In applying the models, local programs will take what is useful and reject what is not. There are new ideas here, and some that are not so new but which bear frequent repeating. Overall, future graduates of North Carolina's two-year criminal justice degree programs are the ones who will benefit most from any progress made in the direction of improved educational quality.

APPENDIX A

QUEST FOR QUALITY,
REPORT OF THE JOINT COMMISSION ON CRIMINOLOGY AND CRIMINAL JUSTICE EDUCATION AND STANDARDS

The most recent recommendations for the future direction of criminal justice education are those found in the report of the Joint Commission on Criminology and Criminal Justice Education and Standards, called *Quest for Quality*. Representing the membership of the two major organizations in the criminal justice education field, the Joint Commission found themselves in universal agreement on 46 recommendations for the administration, curricula, faculty, and students of criminal justice education programs. (The Joint Commission was formed as an advisory board for a grant project funded by the Law Enforcement Assistance Administration and consisted of members from the Academy of Criminal Justice Sciences and the American Society of Criminology.)

The 46 recommendations from the Commission "are based on the assumption that developing criminal justice education as a unified field is a desirable goal." The Commission decided "Standards should have universal applicability, and a proposed set of standards should serve the goal of unification and not exacerbate the divisions that exist in the field. Therefore, the Joint Commission has, with only a few exceptions, avoided offering standards applicable only to two-year schools, four-year schools, or graduate institutions. The perceived and real differences among these different institutions are already too great." Richard Ward and Vincent Webb, authors of the report, summed up the intent of the standards as "fostering criminal justice education programs oriented toward the intellectual development of the complete individual."

"The goal of criminal justice education," say the authors, "should be to increase the general level of understanding of the problems of crime and criminal justice. The outcome of criminal justice education should be individuals who have a comprehensive understanding of crime, the criminal justice system, and the broader social context in which these exist. These individuals will have an ample exposure to the physical and life sciences, the humanities, and the social sciences. They will also have substantial exposure to course work that focuses on developing logical, analytical, and conceptual skills. Exposure to different cultures, values, and ideologies are essential ingredients of quality criminal justice education. This same education must also be systematic and interdisciplinary, and criminal justice programs should emphasize these characteristics. Responsible criminal justice education will strive to provide a rigorous yet flexible learning experience so that students may achieve a foundation for meeting a lifetime of challenges."

(Copies of *Quest for Quality* may be obtained from University Publications, P.O. Box 219, Sayville, NY 11782.)

APPENDIX B

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